**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 5 Week 2 Story Title: How My Family Lives in America**

**Monday**- Use TE DI -12- 1) Preteach Phonics- Homophones. Write *heal & heel.* Say:  *A homophone is a word that sounds like another word but has a different spelling & meaning. How do you pronounce the first word? How do you pronounce the second word? Which word makes sense in this sentence? The cut on my knee will \_\_\_\_\_ soon. Which word makes sense in this sentence? I put the \_\_\_\_\_ of my foot on the bike pedal. When a sentence with a homophone doesn’t make sense, check to be sure you are using the correct meaning for the homophone.* Repeat with new & knew. 2) Preview Decodable Reader 22: *All Week Long-* Read/discuss words: Review the words on Decodable Reader pg 49; blend the following story words: world, observe, noises, freshly, chef, exploded, returned, echo, diary. Discuss the meaning of the words, too. 3) Preview Decodable Reader 22 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 22 orally to the students for fluency.

**Tuesday**- Use TE DI-14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: admire, custom, famous, mention, overnight, popular, public, & twist. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *regular* & model how to decode when there are no meaningful parts. Say:  *I see a chunk at the beginning of the word: reg. I see small chunk in the middle: u. I see a chunk at the end of the word: lar. I say each chunk slowly: reg u lar. I say the chunk fast to make a whole word: regular. I f I change the vowel sound in the last chunk a little, I can see the word is regular.* Continue with words: warrior, apartment, healing, stereo, calligraphy, explorer, & discovered. 3) Choral/Echo read typed version of Decodable Reader 21 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-16, pgs177 &183- 1) Target Skill-Fact/Opinion- Discuss the meaning, examples, & clue words from pg TE DI-16 & pg 170 & 177. 2) Target Strategy-Text Structure- review pg 170. Also reread pg 183 to review Text Structure. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 22- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 22- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.